

Instructor:

Office Location:

Telephone:

Email:

Office Hours:

Classroom; Day/Time:

Prerequisites:

Some of the above books are available in Ablah Library.

CLASS PROTOCOL:

In order to be successful in the course, be on time and prepared for each class.

This is accomplished by:

- x Attending each class and being on time for class.
- x Having all assigned readings completed
- x Completion of homework assignments
- x Participation in class discussions, and activities.

Major Topics:

All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below:

Unit Conceptual Framework and Its Alignment with the Major Course Topics

Major Topics	Guiding Principles from the Unit Conceptual Framework*					
	Professionalism and Reflection (PR)	Human Development and	Connection of Teaching Experiences and Technology	Content Knowledge, Pedagogical Content Knowledge, and Alignment with	Collaboration (C)	
Similarities and differences between the basic concepts of family therapy from other treatment approaches in the mental health professions		X	X		X	
Basic concepts which undergrid the field and act as premises for treatment in family therapy			X		X	
			X			

Appropriate intervention strategies for working with troubled families			X			X
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Professionalism and reflection on the vocation (PR)

Human Development and respect for diversity (HDD)

Connection of teaching and assessment (CTA)

Technology integration (T)

Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)

Collaboration with stakeholders (C)

Considers family, community and school in advocating for students/clients (da)

Values working cooperatively with colleagues and others to advance the best interests of students/clients (dc)

Respects and holds high expectations and fairness of all learners (df)

Values knowledge and continuous learning to improve professional practice

Learner Outcomes (assessments, guiding principles and KSDE standards)

referrals for familytherapy			
Comprehend what it is like to work inside a family experiencing serious problems	Film Analyses Book Review Couple Interview	CKS,CTA	Professional knowledge and skills.
Examine basic assumptions about human behavior, relationships, normalcyand therapy	Genogram Film Analyses	HDD, T	Content knowledge; KDSE 3;9
Gain basic knowledge and skill for intervening in families	Genogram Couple Interview	CKS, CTA	Content knowledge; Professional knowledge and skills; KDSE 3;9

Purpose:

The mission of the Counseling Program is to provide competent, collaborative and reflective education professionals who are highly educated, visionary, character-driven, ethical counselors for Kansas school districts (in general) and the urban/suburban areas in the Wichita State University service area (in particular) who are prepared to practice in a complex, accountability-focused setting and to advocate for all learners and for high quality schooling.

The most important purpose of counseling is to help clients learn how to make decisions and develop ways of thinking, feeling, and behaving so that they can be

Licensure Assessments:

Both the state of Kansas and national accreditation requires that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive satisfactory ratings on certain required assessments, many of those assessments are embedded within program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Students anticipating licensure as a school counselor will participate in a field experience requirement (FER). Each student must spend four hours in a preschool setting. One hour may be observing whereas three hours must involve interacting with the children. An observation paper will be submitted to the 838 instructor. Guidelines for the FER will be provided. The FER is not factored into the course grade.

Students failing to attain a satisfactory rating on a required assessment may be provided special assistance. The university is not able, however, to recommend individuals for licensure who fail to attain a satisfactory rating on required assessments. Students who fail to attain a satisfactory rating on required assessments may receive an acceptable course grade or exceed minimum GPAs.

Performance Assessment:

evaluated on the following professional readiness indicators. Failure to adhere to these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Course instructors and the entire counseling faculty assess dispositions. A student may be assigned a grade of I (incomplete) or F (Fail) or Unsatisfactory by either or their course instructor or the counseling faculty based on the assessment of dispositions at any time during the student's program.

Indicators of Professional Readiness:

Essential professional characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows (Counselor Competency Scale Part 3)

1. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to (Counselor Competencies Scale 2B, 2D, 2E and 2F)
 - x Appropriate dress
 - x Promptness and attendance for coursework and field site placements
 - x Record Keeping and documentation, including timeliness
 - x Adherence to policies and procedures
 - x Respectful attitude and behavior;
2. Ability to work effectively and respectfully with administrators, staff, students/clients, and parents (CCS, 2B, 2C, and 2D)
3. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth (CCS 2A, 2B, 2C)
4. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client, peers, and supervisor diversity and culture in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc. (CCS, 2A and 2B)
5. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients (CCS 2A)

Indicators of Personal Readiness

80 – 75% 243 – 225 points	C+	2.00	The C range denotes satisfactory performance.
74 – 70% 224 – 210 points	C	1.67	
69 – 65 % 209 – 195 points	C-	1.33	
64 – 60% 194 – 180 points	D	1.00	The D range denotes unsatisfactory performance.
59% - 55% 179- 165 points	D-	0.67	
54% or lower 164 or lower points	F	0.00	F denotes failing performance.

METHOD OF INSTRUCTION

Lecture, discussion, and experiential.

Students are responsible for all information disseminated in class (even if the student is absent).

You are adults and have adult lives and responsibilities. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Only emergencies are considered excused absences. I encourage you to strike a balance between your education and family life. You are responsible for obtaining missed material from fellow classmates.

Late Work

Homework assignments, exams, and papers are to be completed prior to the assigned date. Assignments are due on the dates listed on the syllabus. Late papers or assignments turned within one week of the due date will have 10% deducted from the final score. After one week past the due date, late paper grades will be reduced 10% per day.

Missed Assignments and Exams:

Please email the instructor before the 6:30 class time if you are going to miss class, arrive late to class, or turn in an assignment late. Documentation of the student's need for absences and late work and late arrivals to class will be required.

Extra Credit: there will not be any extra credit assignments in CESP 838 Families in Crisis

“A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University (WSU Code of Conduct).

All written student work must be your own.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal growth. Services are

located in the Wilkie Annex, room 150, (316) 978-3309 (voice/tty) and are confidential.

When you use the Counseling & Testing Center, you agree to the terms of the Student Code of Conduct and the University Code of Conduct.

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Read:

Genogram Project

Book Review

For this assignment, you will read a book regarding child abuse and neglect and its survival. I have posted possible books in the syllabus. Please answer the following questions in a short paper (3-7 pages):

1. Provide a short synopsis of the book (a couple of paragraphs).
2. What types of child abuse and neglect were present in the book. Please

Family Issues in Counseling Field Experience Report

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For this field experience please submit a report that is double-spaced, a minimum of three pages, but not more than seven pages that discusses the following aspects of your field experience:

1. Describe the preschool where you did your observations: location, facilities, diversity of the students (SES, ethnicity, ELL, etc.).
2. What did observe the teacher and other staff members doing? What were your interactions with the teacher and what did you discuss?
3. Describe your interactions with the children. How comfortable are you around preschool children? What feelings and thoughts were you are aware of in your interactions at the preschool? Were you aware of any family issues for the children and what were these issues? How were you are aware of these issues and what were they? You may not have been aware of family issues, just note them if you were.
4. Could you see yourself working with preschool children in your school-counseling career? Why or why not?

The evaluation of this assessment will be based upon your completing the answers to the questions.

Please note the remediation information below:

Students in the counseling program failing to achieve an acceptable performance on this required assessment will be provided with a limit of 2 remediation

